



# 2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID

Three copies of the application are required to be submitted. One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Application stamp-in date and time

## Grant Information

Grant Period 04/13/2018 to 06/30/2019

Program Authority P.L. 114-95, ESSA, Title II, Part A

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

## Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

## Applicant Information

Name Region One ESC CDN or Vendor ID 108950 ESC # 1 Campus # DUNS # 010531333

Address 1900 W. Schunior St. City Edinburg ZIP 78541 Phone (956)984-6038

Primary Contact Sandra McConaughy Email smcconaughy@esc1.net

Secondary Contact Olivia Alvarez Email oalvarez@esc1.net

## Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title Dr. Cornelio Gonzalez, Execut Signature Date 02/26/18

Grant Writer Name Sandra McConaughy Signature Date 02/26/18

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-031

RFA # 701-18-105 SAS # 276-18

2018-2019 Principal Preparation Grant Program

**Shared Services Arrangements**

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**  
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- ☐ SSAs are not permitted for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Shortage of certified, highly effective principals with educational background in core areas (English, math, science, and/or social studies).	Identify candidates amongst professional staff that hold a master's degree or will be able to receive a master's from an accredited college by June 2019. Screen candidates through a rigorous process which includes supervisor recommendation, successful evaluations, GPA of 3.0 or higher, etc.
Build strong instructional leadership capacity by strengthening coaching and feedback skills in leaders.	Candidates will be supported by a field supervisor. Six required observations and feedback of the candidate conducting a leadership activity. Principal mentor will conduct four required observations and feedback of the candidate conducting a leadership activity. Total of 10 observation and feedback required.
Recruit, support and retain highly effective Principals and Assistant Principals.	Sessions will provide training on topics that include classroom management, addressing the needs of all demographics taking into account their needs by Ethnicity, Economic Disadvantaged status, At Risk, Special Education, 504, Limited English Proficiency, gender, etc.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Region One Education Service Center (ESC), in collaboration with partner districts, will increase the number of available certified principal candidates with educational background in the core areas of English, math, science, and/or social studies. By the end of the 2018-2019 school year, it is the goal of this program to increase the local principal candidate pool in each partnering district by 1-5% to meet district needs. This will be accomplished by providing intensive professional development and program participant support through Region One's alternative certification program, Integrated Leadership Principal Preparation Program (ILP<sup>3</sup>), which aims to produce well-prepared and certified principals for partnering districts.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

Partner districts report number of principal candidates selected to be part of the grant with a strong background in at least one of the core subject areas plus meeting state and Integrated Leadership Principal Preparation Program (ILP<sup>3</sup>) requirements. Documentation of grant participants admitted in ILP<sup>3</sup> that meet program and state certification requirements. Documentation of internship hours and activities reported by each candidate to program and participate in the ILP<sup>3</sup> Orientation and summer classes. First observation with effective feedback from the Principal Mentor and the Field Supervisor observing the intern conducting a leadership activity. EPP will provide the district with participants' progress report each quarter.

**Measurable Progress (Cont.)****Second-Quarter Benchmark:**

Interns will continue to document and report number of internship hours and activities, monthly. Interns will continue to participate in the monthly ILP<sup>3</sup> courses. Second observation with effective feedback from the Principal Mentor and two from the Field Supervisor observing the intern conducting a leadership activity. EPP will continue to provide the district with participants' progress report each quarter. Scheduling and conducting Impact Coaching training, book study, networking among participating campuses, and round table discussions. Survey and conduct roundtable discussions (through zoom and or face to face) with the candidate, district grant contact, principal mentor and field supervisor. Districts report candidates hire in a campus administrative position under an intern certificate.

**Third-Quarter Benchmark:**

Interns will continue to report number of internship hours and activities, monthly. Interns will continue to participate in the ILP<sup>3</sup> courses. Third observation with effective feedback from the Principal Mentor and two from the Field Supervisor observing the intern conducting a leadership activity. EPP will continue to provide the district with participants' progress report each quarter. Conducting Impact Coaching training, book study, networking among participating campuses, and round table discussions. Continue to survey and conduct roundtable discussions (through zoom and or face to face) with the candidate, district grant contact, principal mentor and field supervisor. Districts report candidates hire in a campus administrative position under an intern certificate.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

In order to ensure project success, careful monitoring through ILP<sup>3</sup> will be in place to evaluate and ensure participants are meeting benchmark goals. Monitoring process steps will include: Meeting with candidate to discuss exiting barriers. Meet with intern, as needed, principal mentor and/or district administrator to discuss barriers a candidate is experiencing and develop an action plan. Participants that are not experiencing successful in their internship will be provided with additional interventions that may include additional mentor and field supervisor support, professional development opportunities in the areas of need, informal or formal intervention plan, and/or additional opportunities for continued professional development.

Mentor Principals will be required to meet with their assigned intern for 120 minutes per week (2 hours) to ensure a constant communication and support system is in place. This will lead to a total of over 72 hours of mentoring time.

A survey will be administered to interns, principal mentor, field supervisor, and District contact every 3 months. All stakeholders will provide feedback regarding the experience with the program, provide information regarding additional assistance/support needed in order for the interns to succeed and have the opportunity to provide feedback in how to improve the services. Careful analysis of data provided through these surveys will be conducted. Modifications to the program will be considered and implemented to ensure program success as needed.

Additional support and training will be provided through roundtable meetings and/or professional development.

**Statutory/Program Requirements**

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

In order for a candidate/intern to be placed in the practicum, all program requirements must be met, including the recommendation from a qualified principal. After such commitment has been signed and verified by appropriate program personnel, the candidate/intern will make the arrangements to begin the sustained and rigorous practicum. Practicum mentoring is monitored by the program through submitted program field supervision reports and weekly practicum reports submitted by both interns and site supervisors. Field supervisors are certified administrators with more than ten years of successful administrative experience, served as an administrator within the same campus level as the intern and are trained with the state's Field Supervision Coaching training and Impact Coaching training. A total of six formal observations is required by program field supervisors, with a minimum of four formal observations during the first semester and two more formal observations during the second semester, each lasting no fewer than forty-five (45) minutes, for a total minimum of one hundred thirty-five (270) minutes-well above state requirements. Written feedback of the results of the observations, which must include documentation of practices observed, through an interactive conference with interns is required. A copy of all observations by program field supervisors of interns must be submitted to the designated program personnel and site supervisors and any other designated persons in a timely manner. A total of four formal observations is required by the site supervision (principal) - two each semester. Written feedback of request and an interactive conference with intern is required. When, and if a program field supervisor notices an intern is experiencing challenges while in the practicum, s/he will begin coaching with intervention strategies and so note on the required forms, including any additional observations. Examples of Internship hours include plan/present professional development trainings to improve student achievement, organize/monitor various campus activities, serve on a Crisis Intervention Team, conduct walk-throughs with principal and field supervisor, etc.

The Mentor Principal will work with the intern to determine a significant problem/challenge in their school that influences instructional practice and will increase student achievement. After the problem has been identified through data analysis, getting to the root cause, etc., the intern will create a project plan of action by researching best practices, what successful schools are doing, etc. The plan needs to include the intern providing professional development for staff and creating and leading a collaborative team that will provide support in solving the problem/challenge. This is very aligned with the requirements of the new principal state test.

**Statutory/Program Requirements (Cont.)**

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

- Candidate must possess a bachelor's degree in English, Math, Science or Social studies and/or have demonstrated successful teaching in one or more of core areas and mirrors the diversity of the student population.
- Demonstrated successful student achievement/improvement as evident in their STAAR/EOC state results.
- Evaluation appraisals of Proficient or better for the last 2 years of teaching.
- Willing to commit to completing an intensive, sustained and rigorous Principal Preparation Program (ILP<sup>3</sup>) that will lead to Principal certification.
- Hold a valid Standard Teacher Certificate.
- A minimum of 2 years teaching Experience and have a minimum of 1 year of campus-level leadership such as serving on the SBDM committee, department/grade level chair, etc.
- Complete an oral interview, present a plan solving a leadership problem from a given scenario, pass a critical thinking test and a written reflective exercise.
- Provide 2 professional recommendations from a principal supervisor and one from a colleague.
- Hold a master's degree, or higher with a minimum of a 3.0 G.P.A. from an accredited university or be enrolled in a university in which they will be required to complete a master's by May 2019 and hold a bachelor's degree with a minimum of a 2.5 G.P.A.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Region One ESC-Center for Leadership Excellence has partnered with 15 school districts/charter schools. The scope and sequence of the ILP<sup>3</sup> Program resides with SBEC-approved EPP curricula & coursework and is based upon the Principal standards in §149.2001, including (I) Instructional Leadership (II) Human Capital (II) Executive Leadership (IV) School Culture (V) Strategic Operations all incorporated into the content of each course module through stated course objectives, assigned textbook readings, course discussions, assignments and assigned tasks, comprehensive module exams, research papers, panel discussions, Campus Action Plan presentations and leadership papers. Aligned with the curriculum are the domains and competencies related to the principal certificate. Integrated Leadership Principal Preparation Program (ILP<sup>3</sup>) scope and sequence consists of a two-part training process. First, candidates will participate in the pre-internship preparation trainings in topics aligned to the State Board for Educator Certification Standards for Principals. The pre-internship courses are design to prepare the participants for their internship. Second, the candidate will complete the internship phase in their current campus assignment with additional administrator/leadership responsibilities plus additional courses to prepare them to be an effective administrator which also prepares them to take and pass the state principal exam. The formative assessments and benchmarks, along with summative assessments are designed to demonstrate the extent of mastery of the standards (content knowledge and appropriate, effective use of that content knowledge in the form of performance and demonstrated skills) in and outside the classroom. Sessions will provide training on topics that include classroom management, addressing the needs of all demographics taking into account their needs by Ethnicity, Economic Disadvantaged status, At Risk, Special Education, 504, Limited English Proficiency, Gender as well as leading differentiated instruction, data driven practices, coaching/feedback strategies and instructional strategies that target instructional technology integration. Required Readings and Textbooks are provided through the program fee such as Leverage Leadership and Driven by Data (Bambrick-Santoyo).

**Statutory/Program Requirements (Cont.)**

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Both formative and summative assessments along with benchmarks are included in the Program so that candidates/interns have varied opportunities to demonstrate and provide evidence of mastery of the standards, domains and competencies. The comprehensive multiple choice module exams address the objectives, content, and standards associated with the course, and the essay question addresses a major concept/topic within that module, all providing opportunity for candidates/interns to demonstrate content knowledge as well as utility of that content knowledge into a skill set, particularly during the practicum module. Summative assessments within program module courses include an extensive research presentation, campus action plan presentation, a leadership paper presentation, and an earned score of 80% or better on the secured comprehensive program practice exam. There are appropriate rubrics for assessments such as Rubric for In-Class Demonstrations or rubric for In-Class, Individual, Paired or Small Group Discussions, which assist in equitable, consistent assessment. These assessments, which evaluate mastery of standards, domains and competencies as well as content knowledge and provide opportunities for candidates/interns to demonstrate implementation of that knowledge into a skill set, are authentic and congruent with both the knowledge and skills of the current relevant standards in order to earn a Texas principal certificate.

Practicum mentoring is monitored by the program through submitted program field supervision reports and weekly practicum reports submitted by both interns and site supervisors. A total of six formal observations is required by program field supervisors, with a minimum of three formal observations during the first semester (one during the first six weeks of assignment and another prior to the end of the initial semester - both during the first four months of the assignment) and three more formal observations during the second semester, each lasting no fewer than forty-five (45) minutes, for a total minimum of one hundred thirty-five (270) minutes-well above certificate requirements. Written feedback of the results of the observations, which must include documentation of practices observed, through an interactive conference with interns is required. Field supervisors are certified administrators with more than ten years of successful administrative experience, served as an administrator within the same campus level as the intern and are trained with the state's Field Supervision Coaching training and Impact Coaching training. Field Supervisors use the program's observation form and use probing question to improve the intern's reflective practices. They use Qualities of Effective Questions (Impact Coaching) to generate reinforcement/refinement statements/questions to help an intern hone in on the skills they use successfully and will want to continue to use to an area of improvement in which they will need to continue work on improving the skill.

**Statutory/Program Assurances**

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

**Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost		Amount Budgeted
1.	Principal Preparation Program (ILP <sup>3</sup> ) fees	613,800
2.	Certification Exam Costs	56,730
3.	Mentor Principal Stipend	93,000
4.	Substitute Teacher pay	46,500
5.	Tuition/Stipend for Masters	151,586
6.	Travel costs to attend TEA Principal Preparation 3 day Summer Institute in June for C.O.	201,000
7.	Indirect costs	46,384
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Total grant award requested

## Shared Services Arrangement Attachment

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## Scope and Sequence

The scope and sequence of the ILP<sup>3</sup> Program resides with SBEC-approved EPP curricula & coursework and is based upon the Principal standards in §149.2001, including (I) Instructional Leadership (II) Human Capital (III) Executive Leadership (IV) School Culture (V) Strategic Operations all incorporated into the content of each course module through stated course objectives, assigned textbook readings, course discussions, assignments and assigned tasks, comprehensive module exams, research papers, panel discussions, Campus Action Plan presentations and leadership papers. Aligned with the curriculum are the domains and competencies related to the principal certificate. The program has already realigned the curriculum, trainings, assessments, project for student improvement and requirements for internship hours to meet the rigor and complexity of the principal standards, new testing competencies and the 268 principal certification test including the Performance Assessment for School Leaders (PASL). This is accomplished through the 226 clock hours plus the 200 clock hours (a minimum of one school year) of practicum experience, for a total of 426 clock hours. We will continue to improve all areas as needed based on assessment results, surveys, etc.

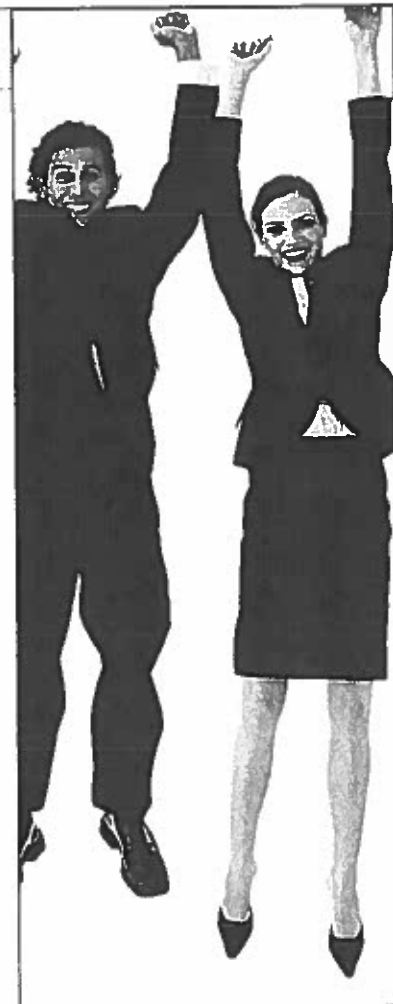
The Region One ESC, Integrated Leadership Principal Preparation Program (ILP<sup>3</sup>) scope and sequence consists of a two-part training process. First, candidates will participate in the pre-internship preparation trainings in topics aligned to the State Board for Educator Certification Standards for Principals. The pre-internship courses are design to prepare the participants for their internship. Second, the candidate will complete the internship phase in their current campus assignment with additional administrator/leadership responsibilities plus additional courses to prepare them to be an effective administrator which also prepares them to take and pass the state principal exam. The approximate 12 month program requires 226 course hours (face-to-face and on-line) & a minimum of 200 practicum hours over an entire school year, for a total of 426 clock hours. Course work and internship hours exceeds state requirement. The formative assessments and benchmarks, along with summative assessments are designed to demonstrate the extent of mastery of the standards (content knowledge and appropriate, effective use of that content knowledge in the form of performance and demonstrated skills) in and outside the classroom

The preparation components of the ILP<sup>3</sup> program support candidates throughout their principal internship with educator preparation sessions. Sessions will provide training on topics that include classroom management, **addressing the needs of all demographics taking into account their needs by Ethnicity, Economic Disadvantaged status, At Risk, Special Education, 504, Limited English Proficiency, Gender as well as** leading differentiated instruction, data driven practices, coaching/feedback strategies and instructional strategies that **target** instructional technology integration.

# Syllabus Principal Preparation Grant

Revised 3/8/2018

DATE	WORKSHOP TITLE	WS#	SITE
June 11, 2018	Orientation & Program Expectations	#58825	Starr Room
June 12-14, 2018	(AEL) Advancing Educational Leadership 8:00 a.m. - 5:00 p.m.	#58826 #71300	Starr Room* Laredo site
June 15, 2018	Building a Shared Purpose and Vision Budgeting and Data Driven Decision Making	#58827	Webb Room*
June 18, 2018	(PLCs) Leading Professional Learning Communities	#58828	Webb Room*
June 19-21, 2018	(T-TESS) Texas Teacher Evaluation & Support System Appraiser Certification Training and Test 8:00 a.m. - 5:00 p.m.	#58829 #58830	Starr Room* Laredo site
June 22, 2018	(CIP) Campus Improvement Planning & Data Driven to Improve Instruction	#58856	Webb Room*
June 25, 2018	Standards for Staff Development/School Safety	#58860	Webb Room*
June 26, 2018	ELL Responsive Learning Environment	#58861	Webb Room*
June 27-28, 2018	(T-PESS) Texas Principal Evaluation & Support System Appraiser Certification Training 8:00 a.m. - 5:00 p.m.	#58862 #58863	Starr Room Laredo site
August 4, 2018	Principals' Academy of Legal Issues Special Ed., Student Discipline, Sexual Harassment, Documentation & Management	#58486	Starr Room*
August 11, 2018	Principal TExES Strategies for Success presented by Irma Infante	#58864	Starr Room*
August 18, 2018	Passing the Principal TExES Exam presented by Dr. Elaine Wilmore	#58865	Starr Room*
August 25, 2018	(SBDM) Site-Based Decision Making & TExES Practice Test	#58866	Starr Room*
September 8, 2018	Principal TExES Review Feedback	#58869	Starr Room*
September 11, 2018 4:30 p.m. - 6:30 p.m.	Mentor/Protégé Connection Invite your Principal to this 2 hour training	#58867 #71302	Starr Room* Laredo site
September 15, 2018	Federal & State Accountability	#58870	Starr Room*
October 6, 2018	<u>On-Line Book Study:</u> Building Leadership Capacity in Schools by Linda Lambert Start date: October 6, 2018; End date: October 27, 2018	#58871	On-Line Book Study
October 20, 2018	PEIMS Accountability (AM) Behavior Management Discipline Strategies (PM)	#58872	Webb Room*
November 10, 2018	Mental Health, Bullying, Reporting Procedures, Substance Abuse, and Youth Suicide	#58873	Webb Room*
December 1, 2018	Balanced Leadership for Powerful Learning	#58874	Webb Room*
December 8, 2018	Creating a Positive Campus Climate	#58859	Webb Room*
January 12, 2019	Special Education: Best Practices, Inclusion, ARD's, Dyslexia Personnel Law & Conducting Effective Interviews & Contracts	#58875	Webb Room*
February 2, 2019	Applying Technology in the Classroom	#58877	Hidalgo Room
February 23, 2019	Developing Leadership Capacity in Principals	#58876	Webb Room*
March 23, 2019	<u>On-Line Course:</u> Leadership for Differentiation Start date: March 23, 2019; End date: April 6, 2019	#58878	On-Line Course
April 13, 2019	(RTI) Leading Response to Intervention	#58879	Webb Room*
May 4, 2019	Preparing for Success: The Interview Process and Program Project Presentation	#58880	Starr Room



## CONTACTS

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Workshop Locations  
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1900 W. Schunior St.  
Edinburg, TX 78541

Region One ESC, Laredo Office  
4818 E. Thomas Ave.  
Laredo, TX 78041  
(956) 795-0000

Marco Antonio Lara, Jr.  
Deputy Director  
DIVISION OF ADMINISTRATIVE &  
SCHOOL SUPPORT



Sessions will run from 8:30 a.m. - 4:30 p.m. with the exception of AEL, T-TESS & T-PESS  
The asterick (\*) means sessions are video conference to Region One ESC, Laredo Satellite Office.

**Texas Standards for Principal Certificate**

**I. Instructional Leadership**

**II. Human Capital**

**III. Executive Leadership**

**IV. School Culture**

**V. Strategic Operations**

**Observable Activity:**

Select 5 activities for an on-site 45 minute observation by mentor or supervisor (Linked to 5 Standards for Principal Certificate, vision and goals of campus for student achievement) from the following:

**I. Presentation . . .**

- a. to staff on linking data to student achievement
- b. to staff on identifying staff development needs
- c. to staff on using data to target area of need for improvement and identifying strategies or best practices
- d. to staff on leadership program and roles
- e. on a best practice through professional staff development
- f. at a parental involvement meeting
- g. on a dimension related to T-TESS
- h. of choice related to 5 Standards for State Board for Educator Certification
- i. conducting technology classroom application
- j. conducting a campus-wide assembly with students
- k. conducting a site-based committee meeting
- l. on new teacher orientation

I. (Required) Conduct classroom walk-throughs with your field supervisor.

II. Shadow the principal while being observed by field supervisor.

**Observation Timeline:**

Field Supervisor - 1 visit, July - August 2018; 3 visits, Sept. - Dec. 2018; 2 visits, January 2019 - April 2019

Principal - 2 visits, September 2018 - December 2018; 2 visits, January 2019 - April 2019

*"I know of no more encouraging fact than the unquestionable ability of man to elevate his life by conscious endeavor." - Henry David Thoreau*

**PROJECT REPORT GUIDELINES**

**PLAN OF ACTION**

**Deadline Date: September 20, 2018**

- a. Title of Project (Project linked to student achievement, correlates of effective schools and research-based practices)
- b. Description of Project
- c. Problem(s) to be addressed
- d. Objective(s) of project
- e. How will this project fit into the long-term goal(s) of the school?
- f. Describe how you will handle the planning for this project.
- g. Describe how you will implement this project.
- h. Describe the measurement factors you will use to measure the success of this project.
- i. What tasks will you delegate to others?
- j. What kind of professional development will result from your accomplishing/attempting this project?
- k. Describe in which ways your mentor will help with this project?
- l. Describe how you will select and collaborate with a team to create and implement a project action plan for improving student achievement.

**FORMATIVE**

**Deadline Date: January 12, 2019**

- a. Title of Project (Project linked to student achievement, correlates of effective schools and research-based practices)
- b. Description of Project
- c. Problem(s) to be addressed
- d. Objective(s) of project
- e. Describe the measurement factors you are using to measure the success of this project.
- f. Describe any barriers or pitfalls you have encountered so far that impede the development or implementation of your project?
- g. What are some of the successes you have encountered so far?
- h. What results are you anticipating?
- i. What additional support can we provide?

**FINAL PROJECT**

**Deadline Date: May 4, 2019**

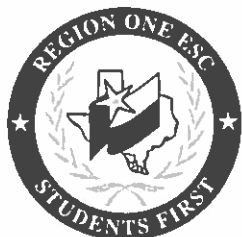
- a. Title of Project (Project linked to student achievement, correlates of effective schools and research-based practices)
- b. Describe the measurement factors you used to measure the success of this project?
- c. What were the final results of the project?
- d. Describe the professional development you implemented on this project.
- e. Describe how you selected and collaborated with a team and the impact the team had on the project to improve student achievement.

**Project Suggestions:**

- Academic Innovations
- New Teacher Induction
- Establishing a program for target students
- Curriculum Development on district-wide team
- Improving Campus Climate
- Establishing a Parental Involvement Program

**Project Implementation: October 2018 - April 2019**

**Additional: You will need to bring your Portfolio Project on the morning of May 4, 2019. Also, come prepared to do a 5 minute PowerPoint Presentation highlighting your project. Please bring 50 handouts of your presentation to be shared with the other leadership scholars.**



# Internship Guidelines

## Integrated Leadership Principal Preparation Program (ILP<sup>3</sup>)

### Additional Responsibilities for Internship:

A minimum of 200 hours over a 10-month period to be completed by the intern in addition to their primary role and responsibilities of present campus assignment. The 200 hours must include a variety of leadership activities/tasks that will provide the intern with a robust, meaningful experience.

### Duties:

Extra responsibilities before and after school to include but not limited to the following:

1. Organizing and monitoring after-school tutoring program (20 hours maximum)
2. Chair the campus SBDM Committee
3. Serve or chair the Campus Planning Committee
4. Conduct grade level and/or department meetings
5. Attend School Board Meetings
6. Present at PTA/PTO meetings
7. Present at Parental Involvement/Campus Parent meetings
8. Organize and conduct a campus-wide school assembly
9. Serve on curriculum writing committee (20 hours maximum)
10. Organize and monitor extracurricular activities \*\*
11. Serve on Crisis Intervention Team
12. Conduct Fire/Crisis Drills
13. Coordinate trainings for health-related issues, suicide prevention, etc.
14. Plan and present professional development trainings (campus wide, grade level, department)
15. Conduct at least one (1) walk-through and coaching feedback meeting with assigned Field Supervisor (REQUIRED). This will be one of the on-site 45-minute observations conducted by the Field Supervisor.
16. Work with one teacher at least three times in an area of reinforcement using the "Impact Coaching" protocols (REQUIRED).
17. Conduct classroom walk-throughs with campus principal.

With approval of ILP<sup>3</sup> department, the intern may also participate in a summer school internship if additional hours are needed – leadership based – to complete the requirements. *This experience must be under the guidance of the summer school principal with the supervision of the regular campus principal/mentor. (30 hours maximum)*

The intern may also acquire hours during the day at the principal's discretion, as long as it does not interfere with the intern's primary duties and responsibilities.

**\*\* Note:** A maximum of 10 hours will be allowed for bus, lunch, game, and/or student supervision duties.

## Course Syllabus

### Module Name: Instructional Leadership

#### Course: Leadership for Differentiation – 7 Hours

**Description:** This seven hour online course provides information on how to lead and sustain implementation of differentiation campus wide for increasing achievement for all students.

**Objectives:** Intern will identify the elements of Differentiated Instruction, set the stage for Differentiated Instruction and create an action plan to implement/continue Differentiated Instruction at their campus.

**268 Standards §149.2001 I A I I, IV ii, B ii**

**268 Domains & Competencies:** Domain II - Competencies 3 (A-D);

**Required Text:** Tomlinson, C.A & Murphy, M. (2015) **Leading for Differentiation Growing Teachers Who Grow Kids.** Alexandria VA: ASCD

**Activities:** Intern will...

1. Prior to the class, the intern will read the Tomlinson text to understand elements of Differentiated Instruction, designing a vision and setting a stage for differentiated learning, and how to lead for lasting growth to meet the needs of all students.
2. The intern will complete an on-line course for "Leadership for Differentiation". Through Region One ESC Canvas platform.
3. Create an action plan to implement/continue differentiated instruction at their campus.

**Benchmarks:** Multiple choice exam at the end of successful completion of the four courses within this module. **Candidate/Intern/interns must score 80% or better to move forward to the next module. If this is not met, candidates/interns are required to schedule an intervention conference with the designated program personnel to collaboratively develop a mutually agreed upon effective intervention plan. If this is not accomplished, the program may begin exit procedures.**

Candidate/Intern Tracking/Benchmark Portfolio (For Self-Monitoring)

ILP<sup>3</sup> Transcript Verification through Facilitator/Program Signatures (For Program Monitoring)

**Formative Assessments:**

Substantive Class On-Line Participation Rubric (Minimum Score = 3)

Course Attendance (Recorded Electronically or with Sign-In Sheet)

Response to Essential Question Rubric (Minimum Score = 3)

**Essential On-Line Discussion Question** Explain the statement discuss "Differentiation is how we do business here." What would this look like and sound like when differentiation is deeply embedded with effective instructional strategies. (See Response to Essential Question Rubric)

**Substantive, original on-line response to posted essential questions as well as substantive on-line responses to a minimum of three different colleagues' on-line responses are required. "Substantive" means you use your own personal experiences and/or corroborating research and provide the correct APA citations for research-based responses that address the topic(s) of discussion.**

# **Course Syllabus**

## **Module Name: Strategic Leadership**

**Course: Data Driven to Improve Instruction- 7 hours**

**Description:** This course is a seven hour course that provides information about how to utilize effective assessment procedures for school wide improvement.

**Objectives:** Intern will identify the varied types of data collected within a campus, how it can be effectively used to move students forward, and how to use the data to set goals and expectations that will move the campus forward. In addition, Candidate/Intern/interns will examine and discuss T-TESS and the implications for professional development, to increasing student achievement. Intern will continue working on completing their "Campus Action Plan" project.

**268 Standards §149.2001 I A I I, IV ii B ii**

**268 Domains & Competencies: Domain II –Competencies 3 (A-D)**

**Required Text:** Santoyo, P.B. (2010) *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass (pp. 3-67)

**Activities:** Candidate/Intern will...

1. Prior to the class, the intern will read Chapter 1 and 2 from the Bambrick- Santoyo text to understand what is data driven, what are effective assessments and the foundation of effective analysis.
2. Interns will bring in data from their "Campus Action Plan" project and discuss it with a group of interns to determine a) what the data indicates b) set goals based on the results, c) explain why they would set these goals and d) how they will measure their results to implement processes for gathering, analyzing and using data for informed decision making.
3. Examine, analyze, and discuss the T-TESS and the implications for professional development and increasing student achievement

**Benchmarks:** Multiple choice exam at the end of successful completion of the four courses within this module. **Candidate/Intern/interns must score 80% or better to move forward to the next module. If this is not met, candidates/interns are required to schedule an intervention conference with the designated program personnel to collaboratively develop a mutually agreed upon effective intervention plan. If this is not accomplished, the program may begin exit procedures.**

Candidate/Intern Tracking/Benchmark Portfolio (For Self-Monitoring)

ILP<sup>3</sup> Transcript Verification through Facilitator/Program Signatures (For Program Monitoring)

**Formative Assessments:**

Substantive Class Participation Rubric (Minimum Score = 3)

In-Class Paired or Small Group Discussion Rubric (Minimum Score = 3)

Course Attendance (Recorded Electronically or with Sign-In Sheet)

Response to Essential Question Rubric (Minimum Score = 3)

**Essential On-Line Discussion Question:** Explain the role of the principal in assessment and improvement of a campus. (See Response to Essential Question Rubric)

**Substantive, original on-line response to posted essential questions as well as substantive on-line responses to a minimum of three different colleagues' on-line responses are required. "Substantive" means you use your own personal experiences and/or corroborating research and provide the correct APA citations for research-based responses that address the topic(s) of discussion.**



## **Course Syllabus**

### **Module Name: Executive Leadership**

#### **Course: Texas Balanced Leadership for Powerful Learning**

**Description:** this course is a seven hour course that will provide the intern with critical information on the Balanced Leadership Framework and improve their practices. The interns will participate in a variety of activities to learn & reflect on their leadership practice.

**Objectives:** Intern will gain a deep understanding of the relationship between the effective leadership research, developing high performing school cultures and student achievement. Understanding of the relationship between effective leadership research and the school and the classroom practices. Introduce and use a planning protocol to help interns focus on the right work and connect that work to the T-PESS rubric.

**268 Standards 149.2001 3 A III, 3Bi**

**268 Domains & Competencies: (268) Domain II - Competencies 8(A-E)**

**Required Text:** Goodwin, B. & Cameron, G. with Hein, H. (2015)  
**Balanced Leadership for Powerful Learning.** Alexandria, VA: ASCD

**Activities:** Candidate/Intern will...

1. Prior to the class, the intern will read Goodwin & Cameron text to learn, reflect and improve their leadership practices in order to engage in a cooperative group activity to appropriately implement management techniques and group process to define roles, assign function, delegate effectively, and determine accountability for goal attainment.
2. Use The Balanced Leadership planning tool to reflect and create a plan to intentionally and strategically manage change and implement new initiatives. Use the data from their "Campus Action Plan" project to develop the planning protocol to intentionally & strategically manage change and initiatives. Intern will incorporate their strength and challenges from the Self- Assessment of Standards required for Principal Certificate when creating the planning tool.

**Benchmarks:** Multiple choice exam at the end of successful completion of the four courses within this module. **Candidate/Intern/interns must score 80% or better to move forward to the next module. If this is not met, candidates/interns are required to schedule an intervention conference with the designated program personnel to collaboratively develop a mutually agreed upon effective intervention plan. If this is not accomplished, the program may begin exit procedures.**

• Candidate/Intern Tracking/Benchmark Portfolio (For Self-Monitoring)

ILP<sup>3</sup> Transcript Verification through Facilitator/Program Signatures (For Program Monitoring)

**Formative Assessments:**

Management Techniques & Group Processes Rubric (Minimum Score = 3)

Building Effective Working Relationships Rubric (Minimum Score = 3)

In-Class Demonstration Rubric (Minimum Score = 3)

Substantive Class Participation Rubric (Minimum Score = 3)

Self-Assessment Rubric for Principle Certificate

In-Class Paired or Small Group Discussion Rubric (Minimum Score = 3)

Course Attendance (Recorded Electronically or with Sign-In Sheet)

Response to Essential Question Rubric (Minimum Score = 3)

**Essential On-Line Discussion Question:** Discuss tactics and strategies you will use with your campus and collaborative to inspire strong communities of Practice. (See Response to Essential Question Rubric)

**Substantive, original on-line response to posted essential questions as well as substantive on-line responses to a minimum of three different colleagues' on-line responses are required. "Substantive" means you use your own personal experiences and/or corroborating research and provide the correct APA citations for research-based responses that address the topic(s) of discussion.**

### **Required books for ILP3**

1. Childs-Brown, D & Cunningham-Morris, A. & Hall, P. & Pajardo, P. & Simeral, A. (2016) **the Principal Influence: A Framework for Developing Leadership Capacity in Principals**. Alexandria, VA: ASCD
2. Conners, N. A. (2000) **If You Don't Feed the Teachers They Eat the Students: Guide to Success for Administrators and Teachers**. Nashville, TN: Incentive Publications
3. Goodwin, B. & Cameron, G. with Hein, H. (2015) **Balanced Leadership for Powerful Learning**. Alexandria, VA: ASCD
4. Lambert, L. (1998) **Building Leadership Capacity in Schools: Tools for Achieving Success in Your School**. Alexandria, VA: ASCD
5. Robbins, P. & Alvy, H.B. (2014) **The Principal's Companion: Strategies to Lead School for Student and Teacher Success 4<sup>th</sup> Edition**. Thousand Oaks, CA: Corwin
6. Santoyo, P.B. (2010) **Driven By Data: A Practical Guide to Improve Instruction**. San Francisco, CA: Jossey-Bass
7. Santoyo, P.B (2012) **Leverage Leadership: A Practical Guide to Building Exceptional Schools**. San Francisco, CA: Jossey-Bass
8. Tomlinson, C.A & Murphy, M. (2015) **Leading for Differentiation Growing Teachers Who Grow Kids**. Alexandria VA: ASCD
9. Wilmore, E.L. (2013) **Passing the Principle TExES Exam: Keys to Certification & School Leadership (2<sup>nd</sup>. Ed.)** Thousand Oaks, CA: Corwin

## Instructional Coaching Protocols

The goal of Principal mentors and field supervision is to maximize the potential of every intern, intern growth best tells us whether mentors are reaching that goal. In order for a candidate/intern to be placed in the practicum, all program requirements must be met, including the recommendation from a qualified principal. After such commitment has been signed and verified by appropriate program personnel, the candidate/intern will make the arrangements to begin the practicum. Practicum mentoring is monitored by the program through submitted program field supervision reports and weekly practicum reports submitted by both interns and site supervisors. A total of **six formal observations** is required by program field supervisors, with a minimum of three formal observations during the first semester (one during the first six weeks of assignment and another prior to the end of the initial semester - both during the first four months of the assignment) and three more formal observations during the second semester, each lasting no fewer than forty-five (45) minutes, for a total minimum of one hundred thirty-five (270) minutes-well above certificate requirements. Written feedback of the results of the observations, which must include documentation of practices observed, through an interactive conference with interns is required. A copy of all observations by program field supervisors of interns must be submitted to the designated program personnel and site supervisors and any other designated persons in a timely manner. Field supervisors are certified administrators with more than ten years of successful administrative experience, served as an administrator within the same campus level as the intern and are trained with the state's Field Supervision Coaching training and Impact Coaching training. Field Supervisors use the program's observation form and use probing question to improve the intern's reflective practices. They use **Qualities of Effective Questions** (Impact Coaching) to generate reinforcement/refinement statements/questions to help an intern hone in on the skills they use successfully and will want to continue to use to an area of improvement in which they will need to continue work on improving the skill. Oral and written feedback is also required of the site supervisors to the interns through no fewer than bi-monthly meetings with interns. These may be considered informal observations and are required to be submitted to designated program field supervisors and any other designated program personnel in a timely manner. When, and if a program field supervisor notices an intern is experiencing challenges while in the practicum, s/he will begin coaching with intervention strategies and so note on the required forms, including any additional observations.



## Field Supervisor's Site Visit Form with Standards

Intern's Name: \_\_\_\_\_

Campus: \_\_\_\_\_

Field Supervisor's Name: \_\_\_\_\_

Cohort #: \_\_\_\_\_

Presentation on...	Instructional Leadership	Human Capital	Executive Leadership	School Culture	Strategic Operations
Linking data to student achievement					
Identifying staff development needs					
Data to target area of need for improvement with strategies					
Best practice through staff development					
Parental involvement meeting					
Component on Focus (Time Management)					
On a dimension related to T-TESS					
Choice related to 5 Standards for SBEC Principal certification					
Technology classroom application					

**ILP<sup>3</sup> Program**  
**Field Supervisor Site Visit**  
**Observation #1**

**Intern's Name:** \_\_\_\_\_

**Cohort #:** \_\_\_\_\_

**Field Supervisor:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Observation Start Time:** \_\_\_\_\_ **End Time:** \_\_\_\_\_ **Duration of Time:** \_\_\_\_\_

<b>Goals &amp; Objectives: (Pre-Conference)</b>		
<b>Audience:</b>		
<b>Description of Activity:</b>		
<b>Post Conference:</b> <b>Start Time:</b> <b>End Time:</b> (Conducted within 3 days after observation)		

\_\_\_\_\_  
**Intern's Signature**                      **Date**

\_\_\_\_\_  
**Site Supervisor (Principal)**                      **Date**



## Internship Monthly Log

### Integrated Leadership Principal Preparation Program (ILP<sup>3</sup>)

Interns will keep a detailed record of activities engaged in during their internship. A minimum of 200 hours of leadership activities must be completed and recorded during the 10-month period. The activities encompass the full range of school leadership experiences.

**\*\* Note:** A maximum of 10 hours will be allowed for bus, lunch, game and/or student supervision duties.

Intern's Name: \_\_\_\_\_ Month & Year: \_\_\_\_\_  
(Please print clearly)

Cohort #: \_\_\_\_\_ Field Supervisor's Name: \_\_\_\_\_

Date	Time	# of Hrs	Activity	Standard 1-5

Total Hours for this sheet: \_\_\_\_\_

\_\_\_\_\_  
Principal's signature

Submit your monthly log to your ILP<sup>3</sup> Field Supervisor. *(Duplicate this form as needed.)*



ILP<sup>3</sup>  
**PRINCIPAL OBSERVATIONS**  
 (Page 1 of 2)

Intern's Name: \_\_\_\_\_

Cohort #: \_\_\_\_\_

Site Supervisor's Name: \_\_\_\_\_

Campus: \_\_\_\_\_

Presentation on...	Instructional Leadership	Human Capital	Executive Leadership	School Culture	Strategic Operations
Linking data to student achievement					
Identifying staff development needs					
Data to target area of need for improvement with strategies					
Best practice through staff development					
Parental involvement meeting					
Component on Focus (Time Management)					
On a dimension related to T-TESS					
Choice related to 5 Standards for SBEC Principal certification					
Technology classroom application					

*See back of this page to continue with this form.*



## ILP3

Cohort # \_\_\_\_\_

Observations conducted by Site Supervisor.

**Observation:**

Date of Observation:

### Goals & Objectives: (Pre-Conference)

**Audience:**

**Description of Activity:**

Comments:

Principal's Signature

Date \_\_\_\_\_

## Evaluation Metrics

Both formative and summative assessments along with benchmarks are included in the ILP<sup>3</sup> Program so that candidates/interns have varied opportunities to demonstrate and provide evidence of mastery of the standards, domains and competencies. Formative assessments included in coursework are varied. These include, but are not limited to, attendance at and substantive participation in all course activities, in-class and on-line topic discussions that demonstrate logical, critical, and creative thinking and verbal and written communication skills critical to serving in the office of the principal, case presentations, panel discussions, progression on the "Campus Action Plan," The varied tasks required in the one-hundred sixty (160) hour practicum (minimum of one year) are also formative assessments and must all be satisfied at the "B" or "Satisfactory" level to earn credit. Candidates/Interns must also take at the end of four out of the five program modules, a benchmark comprehensive multiple choice exam and pass with a minimum score of "B," and respond to an essay question and score a "Satisfactory" in order to progress to the next module in the program. The comprehensive multiple choice module exams address the objectives, content, and standards associated with the course, and the essay question addresses a major concept/topic within that module, all providing opportunity for candidates/interns to demonstrate content knowledge as well as utility of that content knowledge into a skill set, particularly during the practicum module. As well, two other tools help candidates/interns and program personnel to track candidate/intern progress in the program. These include the Candidate/Intern Tracking/Benchmark Portfolio and the ILP<sup>3</sup> Program Transcript. Summative assessments within program module courses include an extensive research presentation, campus action plan presentation, a leadership paper presentation, and an earned score of 80% or better on the secured comprehensive program practice exam. There are appropriate rubrics for assessments such as Rubric for In-Class Demonstrations or rubric for In-Class, Individual, Paired or Small Group Discussions, which assist in equitable, consistent assessment. These assessments, which evaluate mastery of standards, domains and competencies as well as content knowledge and provide opportunities for candidates/interns to demonstrate implementation of that knowledge into a skill set, are authentic and congruent with both the knowledge and skills of the current relevant standards in order to earn a Texas principal certificate. Attendance and consistent substantive participation and practice are required and are so noted by the facilitator in each course. If and/or when a candidate/intern falls below the required score at any time, s/he is required to contact the appropriate program personnel, so a mutual plan of action can be developed.

### Overall Plan for Principal Program Evaluation

<b>Strategic Intent</b>	<b>Indicator</b>	<b>Program's Measurement Tool/Procedure</b>	<b>Timeline for Data Collection</b>	<b>Personnel Responsible</b>
Candidate/Intern Academic Achievement	"B" or Better and "Satisfactory" scores on designated program tasks, Passing Score on the Required TExES, Number of attempts on the required TExES	Test #068 or 268 Results through TEA Portal, Varied Rubrics Correlated with Course Assignments, Candidate/Intern Portfolio Checklist ILP <sup>3</sup> Program Transcript	On-Going, Program Review Per Cohort, Bi-Annually (September 1 – Current Year to August 31 – Following Year)	Candidate/Intern, Program Facilitators, Program Field Supervisors, Site supervisors, Program Director, Other Designated Program Personnel, Advisory Committee Members
Candidate/Intern Practicum Success	Successful Observations, Site supervisors' scores, completion of all required practicum tasks	six Successful Formal Observations as so noted by Program Field Supervisors, Candidate/Intern Weekly Submitted Reports Site Mentor Weekly Submitted Reports	Throughout each Intern's practicum, Bi-Annually, (September 1 – Current Year to August 31 – Following Year) Program Review Per Cohort	Candidate/Intern, Site supervisors, Program Field Supervisors, Program Director, Other Designated Program Personnel, Advisory Committee Members
Candidate/Intern Satisfaction	Candidate/Intern feedback	Candidate/Intern Program Evaluation	Upon Exit of Candidate/Intern-Annual Review Per Cohort, Bi-Annually (September 1 – Current Year to August 31 – Following Year)	Program Director, Designated Program Personnel, Advisory Committee Members
Candidate/Intern Employment Success	# Candidate/Intern hired for positions	Actual Count/Percentage, Data from HR in Region Area	Annual Review Per Cohort, Bi-Annually (September 1 – Current Year to August 31 – Following Year)	Candidate/Intern Self Reporting, Program Director, HR Managers In Region, Advisory Committee Members
School District Satisfaction	Results on Surveys from Participating School Districts	Site Mentor and School District Personnel Surveys	Site-Mentor Feedback, School District Feedback-Per Cohort, Bi-Annually (September 1 – Current Year to August 31 – Following Year)	Program Director, Site supervisors, Any Designated School District Personnel Who Directly Work with Interns , Advisory Committee Members
Curriculum Quality	Meets or exceeds state and national standards; Candidate/Intern, Program	Consistent Review and Update of State National Standards as Reported by TEA,	On-Going -Annual Review-Per Cohort, TEA Reviews & Audits, Bi-Annually (September 1 –	Candidates/Interns, Program Facilitators, Site supervisors, Program Director and Designated

	Facilitator Feedback & Site Mentor Feedback	Candidate/Intern, Program Facilitator, & Site Mentor Surveys	Current Year to August 31 – Following Year)	Program Personnel, TEA Reviewers and Auditors, Advisory Committee Members
Quality of Curriculum Delivery	Candidate/Intern evaluations	Candidate/Intern Survey	On-Going Upon Exit of Candidate/Intern from Program, Annual Review Per Cohort, Bi-Annually (September 1 – Current Year to August 31 – Following Year)	Facilitators, Program Director, and Other Designated Program Personnel, Advisory Committee Members
Fiscal Responsibility	Revenue and expenses	Annual Budget Review	On-Going, Annual Review, Bi-Annually (September 1 – Current Year to August 31 – Following Year)	Program Director, Financial Officer, Advisory Committee Members
Program Field Supervision Quality	Results of Feedback from Interns and Site-Mentors	Program Evaluation Surveys	On-Going-Annual Review per Cohort, Bi-Annually (September 1 – Current Year to August 31 – Following Year)	Site supervisors, Interns, Program Director, and Other Designated Program Personnel, Advisory Committee Members
Advisory Committee Quality	Advisory Committee Members' Participation	Bi-Annual Meetings (September 1 – Current Year to August 31 – Following Year) Attendance, Participation, and Recommendations	Bi-Annually (September 1 – Current Year to August 31 – Following Year)	Program Director and Other Designated Program Personnel
Others	District Personnel Evaluation	Scores on Surveys	Cohort Year	Program Director, Site supervisors, Program Field Supervisors

# **Rubric for Substantive Class Participation**

**Minimum Score = 3**

**Class Attendance is Achieved when Candidates/Interns Electronically Sign-In and/or Sign-In via A Sign-In Sheet**

**Demonstrates Substantive Class Participation by...**

**4 – Knowledgeably and thoughtfully responding to questions posed, asking reflective additional questions that provoke deeper discussions of the current topics, being well prepared with the means to take notes and following through in doing so, and assisting others in deeper understandings about current topics.**

**3 – Knowledgeably responding to questions posed, asking reflective additional questions that provoke discussions of the current topics, being prepared with the means to take notes and mostly following through in doing so, and assisting others in understandings about current topics.**

**2 – Occasionally responding to questions posed, sometimes asking additional questions, sometimes being prepared with the means to take notes.**

**1 – Rarely responding to questions posed or asking additional questions. Rarely being prepared to take notes.**

## Rubric for In-Class Individual, Paired or Small Group Discussions

Required Minimum Score = 3

Candidate(s)/Intern(s) \_\_\_\_\_ Earned Score \_\_\_\_\_

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Individual Effort ☐

Paired Effort ☐

Small Group Effort ☐

4 = Demonstrates through effective active listening and speaking techniques about the currently assigned topics/tasks, remains on task throughout the designated time, and when called upon to share out, does so in a coherent and comprehensive manner.

**Facilitator Comments:**

3 = Demonstrates through effective active listening and speaking techniques about the currently assigned topics/tasks, remains mostly on task throughout the designated time, and when called upon to share out, does so in a coherent and mostly comprehensive manner.

**Facilitator Comments:**

2 = Demonstrates through minimal effective active listening and speaking techniques about the currently assigned topics/tasks, remains somewhat on task throughout the designated time, occasionally getting others off task, and when called upon to share out, rarely does so in a coherent and/or comprehensive manner.

**Facilitator Comments:**

1 = Demonstrates little to no effective active listening and speaking techniques about the currently assigned topics/tasks, is off task throughout the designated time, occasionally getting others off task, and when called upon to share out, rarely does so in a coherent and/or comprehensive manner.

**Facilitator Comments:**

# Response to Essential Question Rubric

Minimum Required Score = 3

Candidate \_\_\_\_\_ Score \_\_\_\_\_

4 = Posted a deeply substantive, original response that was on topic to the posted essential question, provided a minimum of three appropriate on-line substantive responses to colleagues' postings, and used personal relevant experiences and/or appropriately cited (APA style) the relevant research regarding the essential question.

**Facilitator Comments:**

3 = Posted a mostly substantive, original response that was on topic to the posted essential question, provided a minimum of three appropriate on-line substantive responses to colleagues' postings, and used personal relevant experiences and/or appropriately cited (APA style) the relevant research regarding the essential question.

**Facilitator Comments:**

2 = Posted a somewhat substantive, original response that was mostly on topic to the posted essential question, provided a minimum of three appropriate on-line somewhat substantive responses to colleagues' postings, using personal relevant experiences and/or somewhat relevant research regarding the essential question.

**Facilitator Comments:**

1 = Posted little to no substantive, original response that was off topic to the posted essential question, provided fewer than the minimum required responses to colleagues' postings, and neglected to use personal relevant experiences and/or relevant research regarding the essential question.

**Facilitator Comments:**



## ILP<sup>3</sup> Portfolio Project Guidelines

This portfolio project will have to be approved by the site supervisor (principal) and the ILP<sup>3</sup> Field Supervisor before you start working on it. Your portfolio will be turned in on the morning of graduation to be reviewed using the following rubric format.

(3) Strongly Evident                      (2) Evident                      (3) Not Evident                      (4) Comments

### I. Portfolio Contents:

- a. Biographical: Resume with Educational/Working History – scholar to use a template that is already in place on Microsoft Word Program or any other program.
- b. Essay on Philosophy of Administrative Leadership
- c. Staff Development Record of Trainings
- d. Internship Logs
- e. Leadership Experiences/Opportunities – such as presentations conducted, positions held (ex: SBDM, committee member etc.) at campus/district/state level.
- f. Final Project for ILP<sup>3</sup>
- g. 5 Principal Standards – Evidence of implementation and practices: Indicate the standard and include documentation, artifacts, etc.
- h. Supporting Resources – websites, books, articles etc.

Leadership Scholar's Name: \_\_\_\_\_

Approved by Mentor's Name: \_\_\_\_\_

Approved by Field Supervisor's Name: \_\_\_\_\_

Portfolio will be returned on day of the program project presentation.





## **Principal Preparation Grant Field Supervisor Guidelines for Campus Visits & Observations**

1. Debrief with the intern within 3 weeks after mentor protégé meeting.  
(*phone call, email, face time, skype & etc.*)
2. Conduct scheduled observations as follows:
  - A. Four (4) in the 1st semester
    - 1st observation in July or August.
    - 2<sup>nd</sup> , 3<sup>rd</sup> & 4<sup>th</sup> observation must be done prior to the end of the 1<sup>st</sup> semester.
  - B. Two (2) in the 2nd semester
  - C. Document each observation
3. Contact the principal at least twice (2) during the intern's experience.
4. Provide the site supervisor (principal) with the observation form so that he/she can conduct observations as follows:
  - A. Two (2) in the 1st semester
  - B. Two (2) in the 2nd semester
5. Discuss the project progress and deadlines with the intern.
6. The following items must be collected for each intern and kept in your binder.
  - Mentor Nomination Form
  - Action Plan
  - Formative Evaluation Plan
  - Monthly Log Hours Form  
(a minimum of 200 hours must be completed within the internship phase).
  - 6 Field Supervisor Observation Forms
  - 4 Site Supervisor (Principal) Observation Forms
  - Exit Form – Original, copies will not be accepted.
7. Meet with the ILP<sup>3</sup> director - dates to be determined.

# Principal Preparation Grant

## ILP<sup>3</sup> Final Checklist from Field Supervisor

Scholar's Name: \_\_\_\_\_

Cohort #: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Scholar's Start Date: N/A

FIELD SUPERVISOR REQUIREMENTS	Documentation Completed & Verified by (Initials)	NOTES/COMMENTS
Exit Form	<input type="checkbox"/>	
Mentor Nomination Form	<input type="checkbox"/>	
Portfolio Project Guidelines Form Completed	<input type="checkbox"/>	
200 Hours Internship Documentation-Logs (monthly log hours required) <b>TOTAL HOURS:</b> _____	<input type="checkbox"/>	
Project Action Plan	<input type="checkbox"/>	
Project Formative Evaluation	<input type="checkbox"/>	
Project Final Presentation – copy	<input type="checkbox"/>	
Field Supervisor Standards Site Visit Form	<input type="checkbox"/>	
Observation Form - Site Visit 1	<input type="checkbox"/>	
Observation Form - Site Visit 2	<input type="checkbox"/>	
Observation Form - Site Visit 3	<input type="checkbox"/>	
Observation Form - Site Visit 4	<input type="checkbox"/>	
Observation Form - Site Visit 5	<input type="checkbox"/>	
Observation Form - Site Visit 6	<input type="checkbox"/>	
Principal - Mentor Observation Visit 1	<input type="checkbox"/>	
Principal - Mentor Observation Visit 2	<input type="checkbox"/>	
Principal - Mentor Observation Visit 3	<input type="checkbox"/>	
Principal - Mentor Observation Visit 4	<input type="checkbox"/>	
Contact Logs	<input type="checkbox"/>	

I, hereby acknowledge that the above-mentioned scholar has fulfilled all ILP<sup>3</sup> requirements.

\_\_\_\_\_  
Field Supervisor Printed Name

\_\_\_\_\_  
Field Supervisor Signature

\_\_\_\_\_  
Date